



**THE WRITING ABILITY IN RECOUNT TEXT  
OF THE TENTH GRADE STUDENTS OF  
SMA 1 MEJOBO KUDUSIN ACADEMIC YEAR 2013/2014  
TAUGHT BY USING ESTAFET WRITING**

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2013**



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OF THE TENTH GRADE STUDENTS OF SMA 1 MEJOBOKO KUDUS  
IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING ESTAFET  
WRITING**

**SKRIPSI**

**Presented to the University of Muria Kudus  
In Partial Fulfillment of the Requirements for Completing  
the Sarjana Program in the Department of English Education**

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2013**

## MOTTO AND DEDICATION

- Life must go on.
- Don't say it's hard, if you never try.
- You can if you think you can.

(George Reeves)



### **This skripsi is dedicated to:**

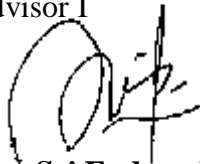
- Allah the Almighty.
- Her beloved parents, Mr. Supriyo and Mrs. Rumiati, and her brother, Ari Muslimin and Achmad Mustova, thanks for your support and blessing.
- Her all beloved teachers.
- Her lovely and her best friend.
- Anybody who support her.

## ADVISORS' APPROVAL

This is to certify that the Skripsi of Ina Nastain (NIM: 2009-32-072) has been approved by the skripsi advisors for the further approval by the Examining Committee.

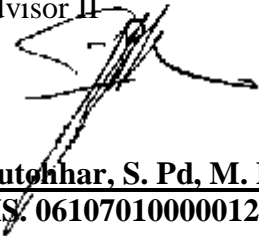
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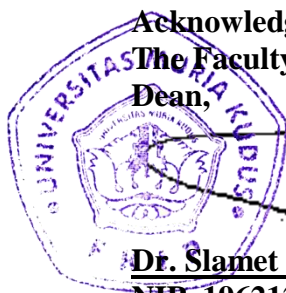
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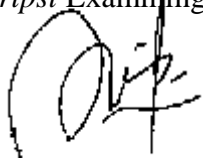
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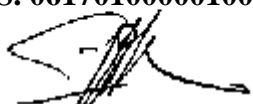
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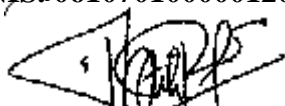
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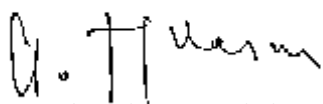
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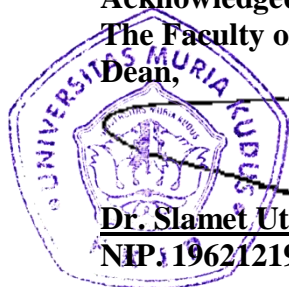
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Thank God for the blessing, mercy and compassionate given to the writer so that she can accomplish this research entitled “The Writing Ability in Recount Text of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2013/2014 Taught by Using Estafet Writing”.

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The writer realizes that this skripsi is not perfect. There are still many mistakes make elsewhere. Therefore, the writer happily receives any constructive criticism and suggestion, and the writer hopes that it will be useful for those especially who are in the field of education.

Kudus, August 2013

Ina Nastain





## ABSTRACT

Nastain, Ina. 2013. *The Writing Ability in Recount Text of the Tenth Grade Students of SMA 1 Mejobo Kudus in Academic Year 2013/2014 Taught by Using Estafet Writing*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M. Pd., (2) Mutohhar, S.Pd., M.Pd,

**Key words:** *Estafet Writing, writing, recount text.*

Language is something important for human living. Because only human being speaks language. As a language which is used by more a half of population in the world, English is most of the most widely use of international language. English is a tool of communication among peoples of the worls to get trade, social culture, science and technology goal. As we know that language can be spoken and written. In the world of education, students are expected to master in the English competence to support their skill, here is writing. But, sometimes the students have difficulties to express their writing because of many factors. The problem faced by the students in writing are starting to compose, expressing the ideas, organizing ideas, developing good paragraphs and making a lot of grammatical mistakes, spelling mistake and punctuation mistake. Estafet Writing is one of the active learning technique and also an innovative learning model in which one the students starts writing a short story which is continued again one after another. It's one of the techniques that is easy to learn and can be effective way to teach writing recount text. Recount is a type of genre, which has a social function to retell events for the purpose of informing or entertaining. So, Estafet Writing can help the students easily towrite and identify the recount text.

The objective of the research is to find out whether there is a significant difference between the writing ability in recount texts of the tenth grade students of SMA 1 Mejobo Kudus in academic year 2013/2014 before and after being taught by using Estafet Writing.

This is an experimental research. The writer gave pre-test and post-test for one class. The writer discussed several possibilities for solving an actual problem by gathering data, analyzing and interpreting them. This intended to make systematic and accurate that concerning the fact and the feature of research.

From the analysis of the data, the writer found that the highest score that the students achieve before being taught by using Estafet Writing is 75 and the lowest score is 47. While the average score (mean) of the students is 63.86 and the standard deviation is 8.31. The result shows that the writing ability in recount text of the tenth grade students of SMA 1 Mejobo Kudus in academic year 2013/2014 before being taught by using Estafet Writing categorized **Sufficient**. The English score that the students achieve after being taught by using Estafet Writing is 95 and the lowest score is 66. Meanwhile, the average score (mean) is 79.53 and the standard deviation is 8.46. The level of the writing ability in recount text of the tenth grade students of SMA 1 Mejobo Kudus in academic year 2013/2014 after

being taught by using Estafet Writing is **Good**. The result of  $t_{\text{test}}$  is 12.24. So, there is a significant difference between the writing ability in recount text of the tenth grade students of SMA 1 Mejobo Kudus in academic year 2013/2014 before and after being taught by using Estafet Writing.

Based on the research, the students should pay more attention in teacher's explanation and also practice a lot in writing. Estafet Writing can be effective to teach writing in order that the teaching learning process is more interesting. Because using Estafet Writing in teaching writing can develop the students in all four language skills in an integrative way and help the students to share their idea. It can also help the students to develop short-term memory. The other hand it can motivate to the students to write English.



## ABSTRAKSI

Nastain, Ina. 2013. *Kemampuan Menulis Teks Recount Pada Siswa Kelas X SMA 1 Mejobo Kudus Tahun Ajaran 2013/2014 Diajar Menggunakan Estafet Writing*. Skripsi. Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dra. Sri Endang Kusmaryati, M. Pd, (2) Mutohhar, S. Pd, M. Pd.

Kata Kunci: *Menulis Berantai, menulis, teks recount.*

Bahasa adalah sesuatu yang penting dalam kehidupan manusia. Karena hanya manusia yang berbicara menggunakan bahasa. Sebagai bahasa yang digunakan oleh lebih dari sebagian populasi didunia, bahasa Inggris lebih besar digunakan sebagai bahasa International. Bahasa Inggris adalah sebagai alat komunikasi dalam dunia perdagangan, sosial budaya, ilmu pengetahuan dan teknologi. Seperti yang kita ketahui bahwa bahasa bisa diucapkan dan ditulis. Dalam dunia pendidikan, siswa diharapkan untuk menguasai kompetensi bahasa Inggris untuk mendukung ketrampilan mereka, dalam hal ini adalah kemampuan menulis. Tapi terkadang siswa mengalami kesulitan untuk mengekspresikan tulisan mereka dikarenakan beberapa faktor. Permasalahan yang dihadapi siswa dalam menulis ketika memulai menulis, mengekspresikan ide, mengorganisasikan ide, mengembangkan paragraf yang baik dan membuat banyak kesalahan pada tata bahasa, ejaan dan tanda baca. Menulis berantai adalah salah satu teknik pembelajaran aktif dan juga model pembelajaran inovatif dimana salah satu siswa mulai menulis cerita pendek yang dilanjutkan lagi satu demi satu. Ini adalah salah satu teknik yang mudah untuk belajar dan dapat menjadi cara yang efektif untuk mengajar menulis recount teks. Recount adalah sebuah jenis genre yang memiliki fungsi untuk menceritakan kembali peristiwa yang lalu untuk tujuan menginformasikan atau menghibur. Jadi, menulis berantai dapat membantu siswa untuk lebih mudah menulis dan mengidentifikasi teks recount.

Tujuan dari penelitian ini adalah untuk mengetahui adakah perbedaan yang signifikan dari kemampuan siswa dalam menulis recount teks dari siswa kelas sepuluh SMA 1 Mejobo Kudus tahun ajaran 2013/2014 sebelum dan sesudah menggunakan Estafet Writing.

Penelitian ini adalah sebuah penelitian eksperimen. Penulis memberikan pre-test dan post-test untuk 1 kelas. Penulis akan membahas beberapa kemungkinan untuk memecahkan masalah dengan data, analisis dan menerjemahkannya. Ini dimaksudkan untuk membuat sistematis dan teliti dengan memperhatikan fakta dan ciri-ciri dari penelitian.

Dari hasil analisis, penulis menemukan nilai tertinggi yang diperoleh siswa sebelum diajar menggunakan Estafet Writing adalah 75 dan nilai terendah adalah 47. Sementara nilai mean dari siswa adalah 63,86 dan standar deviasi adalah 8,31. Dengan hasil itu, kemampuan siswa adalah cukup. Setelah mereka diajar menggunakan Estafet Writing, nilai tertinggi Bahasa Inggris siswa adalah 95 dan nilai terendah adalah 66. Sementara nilai mean adalah 79,53 dan standar deviasi

adalah 8,46. Level dari kemampuan siswa dalam menulis teks recount setelah diajar menggunakan Estafet Writing adalah baik. Hasil dari t-test adalah 12,24. Maka ada sebuah perbedaan yang signifikan antara kemampuan siswa dalam menulis teks recount kelas sepuluh SMA 1 Mejobo Kudus tahun ajaran 2013/2014 sebelum dan setelah diajar menggunakan Estafet Writing.

Berdasarkan penelitian, siswa seharusnya lebih memperhatikan penjelasan guru dan juga banyak berlatih menulis. Menulis berantai efektif untuk mengajar menulis supaya proses belajar mengajar lebih menarik. Karena menulis berantai dalam pengajaran menulis bisa mengembangkan siswa kemampuan siswa dalam berbahasa dan membantu siswa untuk mengungkapkan ide mereka. Hal ini juga dapat membantu siswa untuk mengembangkan dalam mengingat istilah-istilah pendek. Disisi lain, itu dapat memotivasi siswa untuk menulis Bahasa Inggris.





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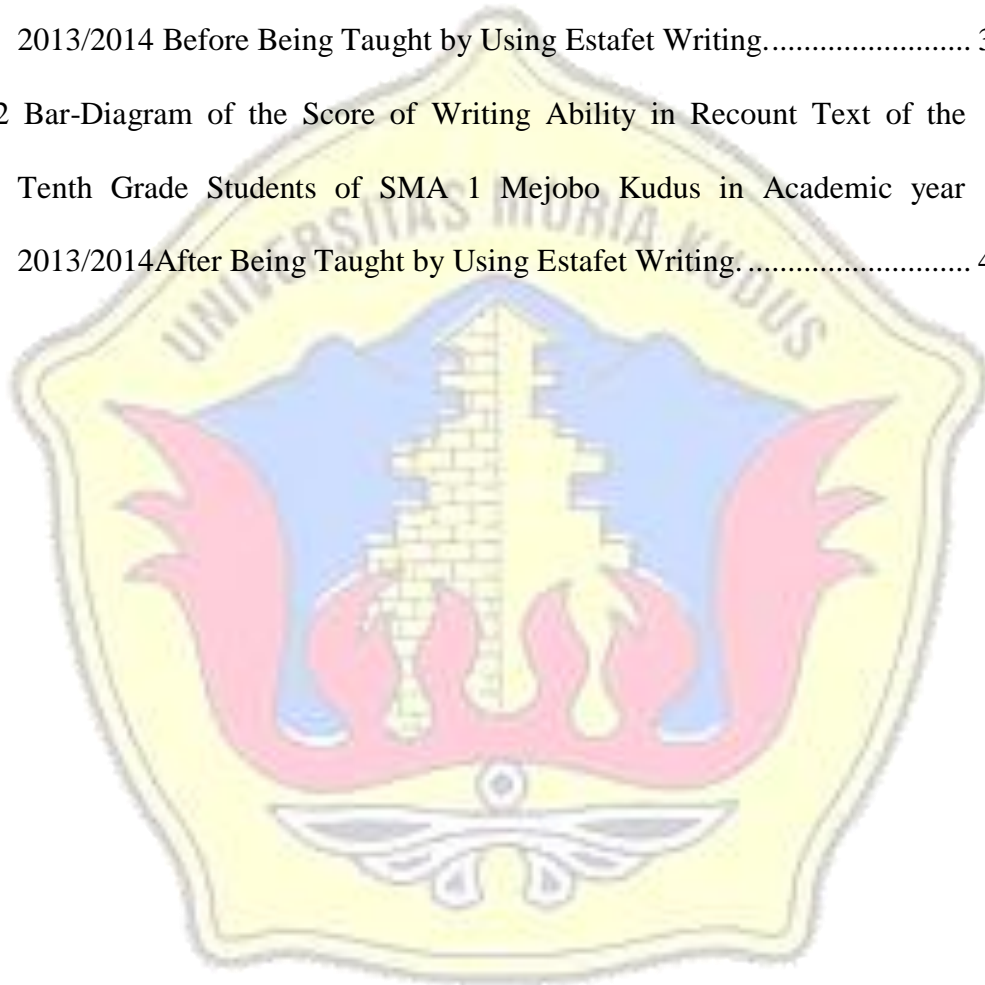
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